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ABSTRACT

Designed for use with 38 full-color slides and a cassette tape presentation, this instructional package consists of an instructor's guide and a student activity packet. The instructor's guide includes general instructions for presenting the instructional unit as well as specific instructions for introducing, implementing, and evaluating student performance on the five activities provided in the student packet. A description of each slide and the narrative script are also included. Presented in the student activity packet are the following: an objective, an introduction, a statement of purpose, a list of materials needed, directions for completing the activities, a student checksheet, a list of common proofreader's marks, a list of typical errors, proofreading tips and techniques, and five activities. Each activity contains a letter or memorandum to be proofread and a resource sheet that explains the proofreader's marks used in the given activity. (MN)

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OFFICE OCCUPATIONS

ED230793

RECOGNIZING PROOFREADERS' MARKS AND USING THEM IN EDITING

AUDIOVISUAL PACKAGE

Prepared by Diane E. Johnson

INSTRUCTOR'S GUIDE
STUDENT ACTIVITY PACKET

CE036285

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RECOGNIZING PROOFREADERS' MARKS AND USING THEM IN EDITING

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INTRODUCTION

This module, made up of a slide/tape presentation and accompanying printed materials, was developed as a result of a proposal funded by the Texas Education Agency to the Occupational Curriculum Laboratory at East Texas State University. Based on the results of a needs assessment of selected postsecondary office occupations instructors from across the state of Texas, this and several other modules were developed to provide instructional materials in competency areas that require formal classroom training. Selected postsecondary office occupations instructors assisted in the development, field review, and evaluation of the final product.

Included in each slide/tape package are a set of full-color slides, a script, a cassette tape, an instructor's guide, and a student activity packet. Each package includes an instructor's guide with general instructions for use by an individual or in a group setting, the slide/tape presentation, and specific instructions on how to use the materials in a particular package. The specific instructions section contains solutions for the activities completed by the students and suggestions for evaluation of the work produced.

The student activity packet consists of a section on information the student must know in order to complete the activities, any necessary resource materials, and the activities to be completed in order to master the competencies on which the module is based.

All of the materials in these modules have been developed with student needs and interests in mind and are designed with the flexibility for use as supplementary or primary teaching aids in many of the office occupations classes. As a result, the students should find the material practical and job-related.

ACKNOWLEDGMENTS

We extend special thanks to the following Dallas County Community College District personnel for their service as Advisory Committee Members and critical evaluators for this project:

Linda Coffey, District Director of Occupational Education

Patsy Blankenship, North Lake College

Sharon Burton, Brookhaven College

Earlyne Purdy, Eastfield College

In addition to these specific individuals, other selected postsecondary business and office occupations instructors in Texas community colleges have also critically reviewed the materials in their draft form and have provided valuable input for assuring that the final product be as realistic and job-oriented as possible.

Appreciation is also given to the following businesses and institutions which allowed our writers and photographers access to their facilities. It is through their cooperation that the slides which accompany these packages show actual office settings:

Brookhaven College

Office Occupations Laboratory

Job Placement Center

East Texas State University

Business Education Department

Xerox Corporation, Dallas

Sun Production Company, Dallas

Pacific Mutual Insurance Company, Dallas

Finally, special appreciation is extended to Joyce Johnson, East Texas State University, and David MacAnally, Paris Junior College, for their input in the initial development of these materials.

INSTRUCTOR'S GUIDE

RECOGNIZING PROOFREADERS' MARKS AND USING THEM IN EDITING

INSTRUCTOR'S GUIDE

GENERAL INSTRUCTIONS

Equipment Needed

Before using this presentation, make sure that arrangements have been made to have the following equipment available:

Projector
Projection Screen
Cassette Recorder

Make sure that all equipment is working properly.

Preparations Before Class

There are some things that you should do before showing the slide/tape presentation.

1. Preview slide/tape presentation and determine how it will be used in your class.
2. Plan short but relevant introductions to tell students what to look for in the slide/tape presentations.
3. Make seating arrangements so that every student can see the screen.
4. Allow enough time to show the presentation in its entirety.
5. If you use handouts, be sure they are distributed after the presentation.

Procedures for Group Setting

1. Choose a point in the lesson where the slide/tape presentation will have the greatest impact.
2. After showing the slide/tape presentation, ask students to give highlights in their own words.
3. If necessary, show the entire presentation or parts of it a second time to emphasize points important to the successful completion of the lesson.
4. After showing the presentation, make arrangements for students to use it on an individual basis.

Procedures for Individual Setting

1. Make sure space and equipment are available.
2. Check equipment to make sure it is working properly.
3. Demonstrate or have someone demonstrate the procedure for using equipment.
4. Tell students to view the slide/tape presentation or parts of it for reinforcement.
5. Have students view the slide/tape presentation.
6. Ask students to summarize the slide/tape presentation.

Instructions for Using Slides and Cassette Tapes

1. Pick up each slide by the frame, being careful not to touch the film.
2. Use the side of the tape which is compatible with the equipment you are using. One side of the cassette tape contains an audible advance and the other side contains an inaudible advance.
3. Arrange the slides in the slide tray in sequential order to insure that each projection is viewed from left to right.
4. Insert the cassette tape in the recorder/player.
5. Rewind the cassette tape to make sure that it will start at the beginning.
6. Turn on the slide projector. The first slide should be projected on the screen.
7. Start the cassette player.
8. Depress the advance button at the sound of the "beep" if you are using the audible advance.

(NOTE: Review the above procedures with those students who will be using the package individually.)

Student Checksheets

Student checksheets provide a convenient means for students to take notes while viewing the slide/tape presentations. The points identified on the student checksheet are those the student will have to be familiar with in order to complete the activities provided.

Resource Sheets

Resource sheets provide information essential for reinforcing the competency requirements of the slide/tape presentation.

Students should read the resource sheets as instructed in each student activity packet.

Activity Sheets

Activity sheets are working papers for students. Students are instructed to use them when completing certain activities.

RECOGNIZING PROOFREADERS' MARKS AND USING THEM IN EDITING

INSTRUCTOR'S GUIDE

SPECIFIC INSTRUCTIONS

Introduction to Slide/Tape Presentation

Recognizing Proofreaders' Marks and Using Them in Editing is an audiovisual aid developed to help students become familiar with common proofreaders' symbols and learn to use them to edit typewritten material.

This slide/tape package consists of 38 full-color slides, a cassette tape, an instructor's guide, and a student activity packet that could be used as primary or supplementary instructional tools in office/secretarial procedures, typewriting, and business communications classes.

Script

A description of each slide and its narration can be found at the end of the Specific Instructions.

Time and Facilities

Approximately 10 to 15 minutes of one class session should be set aside for introduction and presentation of the slide/tape, which can be utilized in any room that can be sufficiently darkened or that has individual carrels equipped with slide carousels and cassette tape recorders. In addition, students should be able to complete the 5 activities in approximately 4-5 hours.

Suggested Class Discussion (for use in a group setting)

After the slide/tape has been presented, the list of common proofreaders' marks should be reviewed; and the importance of proofreading should be discussed.

If the instructor feels the students should be exposed to some of the less common proofreaders' marks, these should be duplicated and discussed, and each student should be given a copy. Additional activities will then have to be developed by the instructor so that the students are given an opportunity to use these added proofreaders' marks.

Suggested Student Activities

Five activities are provided in the Student Activity Packet. These activities are designed to reinforce the information presented on the slide/tape and to give the students an opportunity to put their knowledge of common proofreaders' marks to work. The activities are assigned by degree of difficulty, with the easiest activity to be completed presented first.

If, after completing the provided activities, a student needs additional practice in using proofreaders' marks in order to master this competency, any one or combination of the following suggestions may be used:

1. Have student proofread and edit transcripts from a shorthand class.

2. Have student proofread and edit assignments from a typewriting class.

3. Have student proofread, edit, and retype additional instructor-developed activities.

Suggested Evaluation Criteria

The following is a checklist that can be used when evaluating the student's successful completion of this packet. This checklist is not intended as a method of grading but merely as a means of determining whether or not the student has mastered the competency presented in this package.

1. Completion time for activities

   a. Completion time less than suggested time limits _____

   b. Completion time within suggested time limits _____

   c. Completion time exceeded suggested time limits _____

2. Use of correct proofreaders' marks

   a. Proofreaders' marks required in activities

      (1) Activity 1 - 11 proofreaders' marks
      (2) Activity 2 - 18 proofreaders' marks
      (3) Activity 3 - 20 proofreaders' marks
      (4) Activity 4 - 43 proofreaders' marks
      (5) Activity 5 - 48 proofreaders' marks

   b. All errors marked with correct proofreaders' symbols _____

c. Some errors not marked, but correct proofreaders' symbols used _____

d. All errors marked, but some marked with incorrect proofreaders' symbols _____

e. Some errors not marked, and some marked with incorrect proofreaders' symbols _____

3. Retyping

a. All corrections, deletions, and changes made _____

b. Some corrections, deletions, and changes omitted _____

c. Accuracy of typing

(1) 100 percent correct _____

(2) less than 100 percent correct _____

KEY

Activity 1

MEMORANDUM

To: All Department Heads Date:

From: Susan E. Krzyskowski
Personnel Consultant

Subj: Orientation for New Employees

As you will recall, approximately two weeks ago this department circulated a survey regarding the need for an orientation program for new employees. Because ~~your~~ your responses indicated that this is needed, we are ready to begin developing such a program. badly

~~In order~~ to make this as valuable an experience as possible, however, we are once again in need of your help. Please respond in writing to the following questions before Friday, correct date shown

1. What suggestions do you have for information that should ~~be included~~ in the orientation program? we

2. How much time should be set aside for this program?

3. Who do you feel should ~~be involved in the program to~~ represent the company? in an orientation program

As soon as I have all of your replies, I will schedule a meeting so that we can discuss your suggestions in detail. of all department heads

trb

KEY

Activity 1

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To: All Department Heads Date:

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Personnel Consultant

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1. What suggestions do you have for information that we should include in the orientation program?

2. How much time should be set aside for this program?

3. Who do you feel should represent the company in an orientation program?

As soon as I have all of your replies, I will schedule a meeting of all department heads so that we can discuss your suggestions in detail.

trb

KEY

Activity 2

September 5, 1979

Mr. William L. King
P. O. Box 72
Adams, ND 58210

Dear Mr. King:

Thank you for your order ~~for order~~ for three sets of Bear Claw snowshoes, Catalog No. BC-745. The response to this item has been so great that ~~we are presently out of stock~~ our stock has been depleted. We have, however, placed a "RUSH" order to our supplier and expect to have the snowshoes by the end of the week.

As soon as we receive our new supply of the snowshoes, we will ship your order to you ~~immediately~~. This means that you can look forward to receiving your bear claws in approximately two weeks.

We hope that this slight delay will not inconvenience you ~~too much~~ and that you will continue doing business with us in the future. If there is any way in which we can be of further service to you, please do not hesitate to contact us.

Yours sincerely,

Margaret A. Samsa
Customer Service Agent

trb

KEY

Activity 2

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Mr. William L. King
P. O. Box 72
Adams, ND 58210

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We hope that this slight delay will not inconvenience you too much and that you will continue doing business with us in the future. If there is any way in which we can be of further service to you, please do not hesitate to contact us.

Sincerely yours,

Margaret A. Samsa
Customer Service Agent

trb

KEY

Activity 3

September 5, 1979

Ms. Pamela Edens
842 Centerville Road
Garland, TX 75041

Dear Ms. Edens

We received your chimming clock by united parcel service yesterday morning and were disappointed to read in the ~~enclosed~~ accompanying letter that the clock has not been keeping accurate time. Our service representative after checking the timing mechanism found that one of the gears that operates the minute hand was not in its proper position, therefore, once every revolution it would miss a cog.

This problem has been corrected, and the clock should now keep perfect time. However, we would like to keep it in our store for 48 hours before returning it to you to be certain that the clock does not malfucntion again.

naturally, there will be no charge for this service because your clock is still under a one year warranty. Thank you for bringing this matter to our attention.

Sincerely Yours

Elmer Corsi
Service Manager

trb

KEY

Activity 3

September 5, 1979

Ms. Pamela Edens
842 West Centerville Road
Garland, TX 75041

Dear Ms. Edens

We received your chiming clock by United Parcel Service yesterday morning and were disappointed to read in the accompanying letter that the clock has not been keeping accurate time. After checking the timing mechanism, our service representative found that one of the gears that operates the minute hand was not in its proper position; therefore, once every revolution it would miss a cog.

This problem has been corrected, and the clock should now keep perfect time. However, we would like to keep it in our store for 48 hours before returning it to you, to be certain that the clock does not malfunction again.

Naturally, there will be no charge for this service because your clock is still under a one-year warranty. Thank you for bringing this matter to our attention.

Sincerely yours

Elmer Corsi
Service Manager

trb

KEY

Activity 4

3036 Choctaw Drive
Commerce, TX 75428
September 6, 1979

Dr. Judith L. Glawe
636 Voelker St.
DePere, WI 54115

Dear Dr. Glawe:

On June 24 I attended a workshop in Minnesota Minneapolis at which you spoke on the subject of Migraine Headaches and how they affect absenteeism among office employees. As a clerical employee in a large corp. and a long-time sufferer from Migraines, I was interested in your presentation.

As an expert in this field you have undoubtedly done a great amount of research on this topic. Therefore, I would like to enlist your help in completing a short research project that I am presently preparing for for a course in office management at east TX state univ. Would you please take a few minutes to provide me with figures that reflect the following:

1. The number of office workers who are afflicted by migraine headaches.
2. The total number of hours lost, because of these headaches, each week, month, and year.
3. The major cause of migraine headaches among office employees.
4. The factors that contribute to the length of time migraines last. For example, do whether conditions, time of year, humidity levels, phases of the moon, etc., cause migraines to last longer than other types of headaches?

In addition, any other information you can provide, (such as a copy of your speech in Minneapolis) would certainly be appreciated. If at any time in the future I can be of service to you, please let me know.

Sincerely,

21

Michael S. Johnson

KEY

Activity 4

3036 Choctaw Drive
Commerce, TX 75428
September 6, 1979

Dr. Judith L. Glawe
536 Voelker Street
DePere, WI 54115

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As an expert in this field, you have undoubtedly done a great amount of research on this topic. Therefore, I would like to enlist your help in completing a short research project that I am presently preparing for a course in office management at East Texas State University. Would you please take a few minutes to provide me with facts and figures that reflect the following:

1. The number of office workers who are afflicted by migraine headaches.

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4. The factors that contribute to the length of time migraines last. For example, do weather conditions, time of year, humidity levels, phases of the moon, etc., cause migraines to last longer than other types of headaches?

In addition, any other information, such as a copy of your speech in Minneapolis, would certainly be appreciated.

If at any time in the future I can be of service to you, please let me know.

Sincerely,

Michael S. Johnson

KEY

Activity 5

BIG G RANCH REMAINS SAME

The Big G Ranch--described in lawyers' briefs as "2119.592 acres, more or less" of prime virgin land--is much the same today as it was in the early 1930s, when Ed R. Byer put the tract together in a series of smaller purchases. The rolling mesquite-covered tract is roughly bounded by Highway 114, valley view lane, Belt line road and Hackberry Road. The land's sole use thus far has been for the grazing of cattle, according to court records.

Arther byer of Dallas said his step-father "bought property and ~~pieced all together~~, it that Area, as it came up." He said people in that area started calling it the Big G ranch.

"Actually, there was more (land) than that, but part of it's been taken" for highway 114 and belt line rd.

"My father used to lease it out for cattle grazing," Byer said.

He added that his mother had married Ed Byer in 1923. Mr. Byer ran the American Gear and Parts Co. in Jackson, Mich., which had stores all over the U.S.

"He came down here and he and Harry Rolnick took over the Florence Hat Co. in 1927," Byer said. Harry Florence was a brother of Fred Florence, then president and chairman of Republic National Bank of Dallas.

They formed that company and later it became what is now Byer-Rolnick, out in Garland," he added.

Copied from the Dallas Morning News, Thursday, September 6, 1979, page 8D.

KEY

Activity 5

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The Big G Ranch--described in lawyers' briefs as "2,119.592 acres, more or less," of prime virgin land--is much the same today as it was in the early 1930s, when Ed R. Byer put the tract together in a series of smaller purchases.

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He added that his mother had married Ed Byer in 1923. Mr. Byer ran the American Gear and Parts Company in Jackson, Michigan, which had stores all over the United States.

"He came down here and he and Harry Rolnick took over the Florence Hat Company in 1927, Byer said. Harry Florence was a brother of Fred Florence, then president and chairman of Republic National Bank of Dallas.

They formed that company and later it became what is now Byer-Rolnick, out in Garland," he added.

Copied from the Dallas Morning News, Thursday, September 6, 1979, page 8D.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
1	Focus/Synchronize Slide	
2	Title Slide	
3	Picture of a neatly typed letter (use slide #31)	In the business office, the secretary or typist must be able to produce accurate, neat work on items such as letters, manuscripts, reports, memorandums, and tables.
4	List of proofreaders' marks (see attachment)	Often, however, changes or corrections must be made after the material has been typed. Special symbols called proofreaders' marks help the writer to show the changes to be made and tell the typist how to make these changes.
5	Same letter as in #1 with errors marked in red. | Same letter as in #1 with corrections made. (see attached)	It is important that the secretary or typist be able to proofread the work that has been done, and to correct any errors that were made. As the proofreaders' symbols are introduced, note them in the appropriate place on your checksheet.
6	^ CARET (INSERT) Edited copy The good editor looks for and corrects all errors. - - - - - - - - - - Corrected copy The good editor looks for and corrects all errors.	Most people are familiar with the proofreaders' marks that tell them to insert a letter, a word, a punctuation mark, a phrase, or a number,

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
7	∩ TRANSPOSE (SWITCH ORDER) Edited copy The editor good looks for and corrects all errors. — — — — — — — — — — Corrected copy The good editor looks for and corrects all errors.	or to reverse the order of numbers, letters, words, phrases, or sentences.
8	Repeat slide #4	There are, however, many more proofreaders' marks that you should be able to recognize and use when checking a paper for accuracy.
9	DELETE (OMIT) Edited copy The good editor looks for and corrects all errors. — — — — — — — — — — Corrected copy The good editor looks for and corrects errors.	Sometimes a letter, word, or phrase should be removed. To show this change, a line like the one shown here should be drawn through the item that is to be taken out.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
10	....STET (LET STAND) Edited copy The good editor looks for and corrects ~~all~~ errors. — — — — — — — — — — Corrected copy The good editor looks for and corrects all errors.	At other times, the writer may decide that the phrase or sentence was better the way it was written before the change was made. This correction is shown by placing a series of dots under the material to be left as it was originally shown.
11	CAPITALIZE Edited copy the good editor looks for and corrects all errors. — — — — — — — — — — Corrected copy The good editor looks for and corrects all errors.	Other common proofreaders' marks show when something is to be capitalized,
12	lc PUT IN LOWER CASE Edited copy The good Editor looks for and corrects all errors. — — — — — — — — — — Corrected copy The good editor looks for and corrects all errors.	to be put in lower case,

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
13	⊂ BRING TOGETHER Edited copy The good editor looks for and cor⊂rects all errors. — — — — — — — — — — — Corrected copy The good editor looks for and corrects all errors.	to be brought together,
14	# LEAVE SPACE(S) INDICATED Edited copy The good#editor looks for and corrects all errors. — — — — — — — — — — — Corrected copy The good editor looks for and corrects all errors.	to have a space inserted,
15	⊏ MOVE LEFT Edited copy ⊏The good editor looks for and corrects all errors. — — — — — — — — — — — Corrected copy The good editor looks for and corrects all errors.	to be moved to the left,

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
16	] MOVE RIGHT Edited copy]The good editor looks for and corrects all errors. — — — — — — — — — — Corrected copy The good editor looks for and corrects all errors.	to be moved to the right,
17	◯ SPELL IN FULL Edited copy The good (ed.) looks for and corrects all errors — — — — — — — — — — Corrected copy The good editor looks for and corrects all errors.	or to be spelled out.
18	¶ START NEW PARAGRAPH Edited copy ¶The good editor looks for and corrects all errors. — — — — — — — — — — Corrected copy The good editor looks for and corrects all errors.	Proofreaders' marks are also used to indicate that a new paragraph should be started

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
19	ds [DOUBLE SPACE ss [SINGLE SPACE Edited copy ds [The good editor looks for and [corrects all errors. — — — — — — — — — — Corrected copy The good editor looks for and corrects all errors. Edited copy [The good editor looks for and ss [corrects all errors. — — — — — — — — — — Corrected copy The good editor looks for and corrects all errors.	or that material is to be double spaced or single spaced.
20	Illustration of both methods of showing corrections.	There are two major ways to use proofreaders' marks. You may place the corrections to be made in the margin, or you may make the corrections right where the error occurs.
21	Letter with a variety of errors	Whichever method you use when proofreading, you must be sure to look for every error and to show every correction that is to be made. This letter, typed on a 50-space line with blocked paragraphs and mixed punctuation, contains many errors. As we proofread the letter and use proofreaders' marks to show the corrections to be made, we will look at one line or section at a time and show any corrections before going on to the next line or section. Use the copy of this letter shown on your student checksheet to record the corrections as they are presented.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
22	Dateline of the letter shown in slide #21 with the corrections indicated	The dateline of the letter has two numbers in the year that have been typed in the wrong order. We indicate this by using the symbol that tells the typist to reverse the order of these two numbers.
23	Dateline, inside address, and salutation of the letter shown in slide #21 with the corrections indicated	It is important that the proofreader be aware of good business practices, such as eliminating abbreviations whenever possible. By circling the W, the typist will know that the word West is to be spelled out. In addition, a person's first name should not be included in a salutation; therefore, the word Harold must be taken out. Finally, a colon must be placed after the salutation in order to follow the direction to use mixed punctuation.
24	READ CAREFULLY	As you begin proofreading the body of the letter, be sure to read each line carefully so that you catch errors that do not stand out, such as number and paragraphing errors.
25	Dateline, inside address, salutation, and first line of body of the letter in slide #21	In line one of the body, there are three errors: the words thank you have been run together; the number three should be spelled out, as should all numbers one through ten; and outdoor should be one word. Notice that the corrections are shown by those special proofreaders' marks that tell the typist what changes to make.
26	Dateline, inside address, salutation, and first lines of the body of the letter shown in slide #21	As we move to the second line in the body, you will notice that there are no errors, so no proofreaders' marks appear in the line.
27	Dateline, inside address, salutation, and first three lines of the body of the letter shown in slide #21	In the third line, the word summer has been incorrectly capitalized and needs to be changed to lower case.
28	Dateline, inside address, salutation, and first four lines of the body of the letter shown in slide #21	All of the errors we have looked at have been easy to identify; however, the error shown in line four is one that is easy to miss. When a writer changes topics in a letter, manuscript, report, or memorandum, a new paragraph must be started. Since the subject has changed from a discussion of the selling points of the chair to a shipping date, the change must be shown by telling the typist to begin a new paragraph.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
29	Dateline, inside address, salutation, and first five lines of the body of the letter shown in slide #21	As we continue on to line five, which would now become the first line in the second paragraph, we find another example of letters that have been transposed in a word.
30	Dateline, inside address, salutation, and first paragraph of the body of the letter shown in slide #21	Line six contains three errors that should be easy to find and mark with the correct proofreaders' marks for capitalizing the word Avenue, reversing the order of the letters in the word within, and spelling out the number five.
31	Dateline, inside address, salutation, first paragraph, and first line of the second paragraph of the letter shown in slide #21	The first line of the next paragraph is shown with a five-space indention. Since the directions told us to type the letter with blocked paragraphs, this line must be started at the left margin as shown through using this proofreaders' mark.
32	Dateline, inside address, salutation, and the body of the letter shown in slide #21	The final two lines of the body of the letter do not contain any errors, so no proofreaders' marks are needed.
33	Dateline, inside address, salutation, body, and closing lines of the letter shown in slide #21	As you study the closing lines of the letter, notice the three errors that were made and the proofreaders' marks that tell what changes must be made: only the first word in a complimentary close is capitalized, so yours must be in lower case; the complimentary close has been typed at the left margin and must be lined up with the dateline and the other closing lines; the signature line and title have been double-spaced and must be single-spaced.
34	Letter shown in slide #21 with all corrections indicated	Also, the reference lines should be double-spaced rather than single-spaced as they are now shown. Once you have studied these final lines, the proofreading process is complete.
35	Letter shown in slide #21 with all errors corrected	After the letter has been proofread, it is typed in final form with the needed changes made.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
36	repeat slide 34 | repeat slide 35	Finally, the corrected copy of the letter should be compared to the proofread letter to be sure all errors have been found. Once this is done, the letter is ready for the writer's signature.
37	STEPS IN PROOFREADING 1. Type 2. Proofead 3. Indicate corrections by using proofreaders' marks 4. Proofread again 5. Retype with changes	Proofreading is a very important part of every office job, so remember that your work is not finished until these steps are taken: 1. Type the work that is assigned. 2. Proofread to find any errors that have been made, including errors that may change the meaning of what has been written. 3. Show any changes that must be made by using the proper proofreaders' marks. 4. If the work is extremely important, have another person proofread it again. 5. Retype the work, making the needed changes.
38	Credits Slide	

45

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Krey, Isabelle A. and Bernadette V. Metzler. Principles and Techniques of Effective Business Communication. Harcourt Brace Jovanovich, Inc., 1968.

Robertson, Mary and W. E. Perkins. Practical Correspondence for Colleges. Cincinnati, Ohio: South-Western Publishing Co., 1974.

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STUDENT ACTIVITY PACKET

RECOGNIZING PROOFREADERS' MARKS AND USING THEM IN EDITING

STUDENT ACTIVITY PACKET

Objective

To recognize proofreaders' marks and use them in editing.

Introduction

Proofreading is one of the most important tasks an office employee performs. If work containing errors of any kind leaves the office, the person who receives this material will form a poor impression of the company sending it. Therefore, the office employee must have the ability to proofread, to recognize errors of all kinds, to edit written materials by using common proofreaders' marks, and to revise the original work so that it is correct.

Purpose

By completing the activities provided in this packet, you should gain valuable experience in proofreading and editing; you should be able to proofread and recognize errors; and you should be able to edit typewritten work using the proper proofreaders' marks.

Materials

*Student Checksheet for use with slide/tape presentation
*List of common proofreaders' marks
*List of typical errors and what to look for
*List of proofreading tips and techniques
*Resource sheets for activities 1, 2, 3, 4, and 5
*Activity sheets for activities 1, 2, 3, 4, and 5
Typewriter
Typing paper
Correction materials
Dictionary or word division manual
Pen or pencil
Secretarial or clerical reference manual

*These materials are provided as a part of this activity packet.

Directions

This packet contains five activities. To complete each activity, follow these steps:

1. Take notes on the slide/tape presentation by using the Student Checksheet that is provided.

2. Proofread each item for typographical, spelling, punctuation, capitalization, expression-of-number, and repeated-word errors.

3. Using only those proofreaders' marks given for the particular task, indicate corrections that are to be made.

4. Read the provided list of additions, deletions, and corrections that are to be made in the activity.

5. Show the additions, deletions, and corrections on the activity sheet by using the correct proofreaders' marks.

6. Retype the task making the corrections and changes you marked on the activity sheet.

When you have completed all of the activities, paper clip each corrected copy to the activity sheet on which you have shown the corrections and changes to be made and submit them to your instructor for evaluation.

(NOTE: Typographical errors, punctuation errors, capitalization errors, expression-of-number errors, spelling errors, and repeated-word errors {the same word typed twice in succession} will not always be noted under Additions, Deletions, and Changes on the Resource Sheets. Proofread all activities carefully to find these errors and mark them for correction.)

STUDENT CHECKSHEET

(To Be Used With Slide/Tape Presentation)

This sheet is provided as a convenient means of taking notes during the slide/tape presentation. The answers to the questions presented here will be used when completing the activities that accompany this presentation.

1. Insert the correct proofreaders' mark after the descriptive word or phrase:

   a. caret (insert)

   b. transpose (switch order of)

   c. delete (omit)

   d. stet (let stand as originally shown)

   e. capitalize

   f. put in lower case

   g. bring together (close space)

   h. leave space(s) indicated

   i. move left

   j. move right

   k. spell in full

   l. start new paragraph

   m. double space

   n. single space

2. In what two places may you show corrections on a document you are proofreading?

   1. _____ 2. _____

September 4, 1997

Mr. Harold Lehamen
195 W. Broadway
Woodland, MI 48897

Dear Mr. Harold Lehamen

Thankyou for your order for 3 out door lounge chairs. The model that you chose has been one of our best-selling chairs this Summer season, and we are sure that you will enjoy the comfort they provide. The charis will be shipped to our Lansing store on Capitol avenue. They should arrive iwthin the next 5 or six days.

Next week we will be sending our new fall catalog to all of our preferred customers. We hope you will continue doing your catalog business with us.

Cordially Yours,

Linda A. Vincent

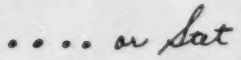
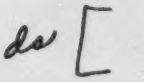
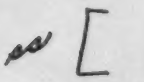
Catalog Sales Manager

trb
cc: Daniel Rochon
Customer Service Manager

RESOURCE SHEET

Activities 1-5

COMMON PROOFREADERS' MARKS

	INSERT		SPACE
	TRANSPOSE		MOVE LEFT
	DELETE		MOVE RIGHT
	DO NOT DELETE		SPELL IN FULL
	CAPITALIZE		NEW PARAGRAPH
	LOWER CASE		DOUBLE SPACE
	BRING TOGETHER		SINGLE SPACE

RESOURCE SHEET

Activities 1-5

TYPICAL ERRORS

Proofreading is an exacting task that requires careful reading, attention to detail, and concentration. In order to make this task easier, the proofreader should search for the following types of errors:

1. Spelling Errors

   a. Check spellings of names and places against previous correspondence, a mailing list, or some other reliable source.

   b. Using a dictionary, check all unfamiliar words and words the spelling of which you are unsure.

2. Typographical Errors

   a. Carefully check for words or letters that are transposed and should be typed in the opposite order in which they are shown.

   b. Watch for letters accidentally added to or deleted from words and for spaces added or deleted between words.

   c. Check carefully to be sure that a word or portion of a word is not typed at the end of a line or page and again at the beginning of the next line or page.

3. Word Division Errors

   a. Scan the right margin for words that have been divided at the ends of lines, and check these items in a word division manual.

   b. Look for parts of words that might be repeated at the end of one line and again at the beginning of the next line.

4. Grammar Errors

   a. Be sure that the subject and verb in a sentence are in agreement (i.e., singular subject and singular verb).

   b. Check for incomplete sentences.

c. Watch for long, run-on sentences that should be broken down into two or more separate sentences.

d. Read carefully to be sure that the correct form of a word has been used (i.e., to, too, two/there, their, they're).

5. Punctuation Errors

a. Be familiar with rules governing the use of commas, semi-colons, colons, quotation marks, and other punctuation marks; and check to see that the rules have been followed.

b. When unsure whether or not to insert punctuation, follow this rule: "When in doubt, leave it out."

6. Placement Errors

a. Check to see that all material is attractively placed on the page.

b. Be sure that side margins are at least one inch wide and that top and bottom margins are appropriate to the material typed.

7. Format Errors

a. Check closely to be sure that all necessary parts of a letter, report, etc., are in correct sequence.

b. Read carefully to be sure that information has been presented in a logical sequence.

8. Content Errors

a. Check the finished product against the original source to be sure that all necessary information has been included.

b. Look for omissions of letters, words, and phrases that change the meaning of the document.

c. Double check any figures or facts that could affect the outcome of any action to be taken.

9. Miscellaneous Errors

a. Check the cleanliness of the finished product for
   1. fingerprints or other smudges,
   2. noticeable erasures or corrections,
   3. creases or wrinkles,
   4. poor alignment of corrections made after reinsertion of the paper.

b. Check capitalization, spacing between words, abbreviations, hyphenation of words.

c. Read carefully to be sure that each paragraph addresses only one subject.

RESOURCE SHEET

Activities 1-5

PROOFREADING TIPS AND TECHNIQUES

Proofreading can be a tedious task subject to mistakes; therefore, try some of the following techniques to improve your proofreading skills.

1. Always proofread while the material is still in the typewriter.
2. Proofread first by reading through the entire document to be sure that the material makes sense.
3. When proofreading a rough-draft copy, make notes in the margins and use proofreaders' marks to indicate needed changes and corrections.
4. Read numbers digit by digit rather than as whole numbers.
5. Compare the finished product with the original copy to be sure that all necessary changes and corrections have been made.
6. Read aloud from the finished product while another person follows along in the original copy.
7. Read the finished copy in this sequence:
   a. word by word to find spelling, capitalization, typographical, and other technical errors;
   b. sentence by sentence to find punctuation, grammar, and omission-of-word errors;
   c. paragraph by paragraph to find errors in meaning and expression.
8. Have someone else read the finished product to be sure that the meaning is clear and that it is written in language that is easy to understand.
9. If time permits, lay the item aside for a few hours or for a day and then go back and proofread it by using any of the techniques mentioned here.

ACTIVITY SHEET

Activity 1

MEMORANDUM

To: All Department Heads Date:

From: Susan E. Krzyskowski
Personnel Consultant

Subj: Orientation for New Employees

As you will recall, approximately two weeks ago this department circulated a survey regarding the need for an orientation program for new employees. Because your your responses indicated that this is needed, we are ready to begin developing such a program.

In order to make this as valuable an experience as possible, however, we are once again in need of your help. Please respond in writing to the following questions before Friday.

1. What suggestions do you have for information that should be included in the orientation program?

2. How much time should be set aside for this program?

3. Who do you feel should be involved in the program to represent the company?

As soon as I have all of your replies, I will schedule a meeting so that we can discuss your suggestions in detail.

trb

RESOURCE SHEET

Activity 1

Proofreaders' marks to be used:

Additions, Deletions, and Changes:

Paragraph 1: insert the word badly between is and needed

Paragraph 2: delete the phrase In order and mark the sentence to begin with the words to make this

insert Friday's date at the end of the paragraph

Item 1: change the phrase that should be included to read that we should include

Item 3: change this item to read Who do you feel should represent the company in an orientation program?

Paragraph 3: insert the words of all department heads after the word meeting

RESOURCE SHEET

Activity 2

Proofreaders' marks to be used: ^ ⸝ ~ ..... ≡

Additions, Deletions, and Changes:

Paragraph 1: delete the words for order

replace with the words we are presently out of stock with the words our stock has been depleted

Paragraph 2: insert the word new just before the word supply

insert a comma after snowshoes

delete the word immediately

correct the misspelling of the word forward

capitalize bear claws

Paragraph 3: insert the word slight between this and delay

delete the phrase too much

Others: transpose the word in the complimentary close

insert a comma after the complimentary close

reinsert the phrase too much in paragraph 3

ACTIVITY SHEET

Activity 2

September 5, 1979

Mr. William L. King
P. O. Box 72
Adams, ND 58210

Dear Mr. King:

Tahnk you for your order for order for three sets of Bear Claw snowshoes, Catalog No. BC-745. The response to this item has been so great that we are presently out of stock. We ahve, however, placed a "RUSH" order to our supplier and expect to have the snowshoes by the end of the week.

As soon as we receive our supply of the snowshoes we will ship your order to you immediately. This means that you can look foreward to recieving your bear claws in approximately two weeks.

We hope that this delay will not inconvenience you too much and that you will continue doing business with us in the future. If there is any way in which we can be fo further service to you, please do not hestitate to contact us.

Yours sincerely

Margaret A. Samsa
Customer Service Agent

trb

RESOURCE SHEET

Activity 3

Proofreaders' marks to be used: ^ / ⊂ # S ..... ≡ lc [

Additions, Deletions, and Changes:

Paragraph 1: the paragraph should begin at the left margin

correct the spelling of the word chiming

capitalize United Parcel Service

change the word enclosed to the word accompanying

transpose Our service representative and after checking the timing mechanism

insert a comma after the word mechanism

there fore should be one word

insert a semicolon before the word therefore and a comma after

Paragraph 2: insert one comma in the first sentence and two in the second sentence

correct the typographical error in the word malfunction

Paragraph 3: the first word in a sentence should be capitalized

one year should be hyphenated

Thank you is two words

Others: only the first word in a complimentary close is capitalized

ACTIVITY SHEET

Activity 3

September 5, 1979

Ms. Pamela Edens
842 West Centerville Road
Garland, TX 75041

Dear Ms. Edens

We received your chinming clock by united parcel service yesterday morning and were disappointed to read in the enclosed letter that the clock has not been keeping accurate time. Our service representative after checking the timing mechanism found that one of the gears that operates the minute hand was not in its proper position there fore once every revolution it would miss a cog.

This problem has been corrected and the clock should now keep perfect time. However we would like to keep it in our store for 48 hours before returning it to you to be certain that the clock does not malfuention again.

naturally there will be no charge for this service because you clock is still under a oneyear warranty. Thankyou for bringing this matter to our attention.

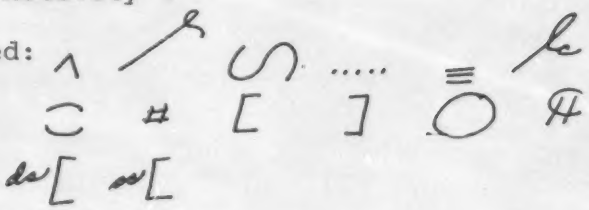
Sincerely Yours

Elmer Corsi
Service Manager

trb

RESOURCE SHEET

Activity 4

Proofreaders' marks to be used: 

Additions, Deletions, and Changes:

(NOTE: Punctuation, capitalization, typographical, spacing, and spelling errors will not be noted in the changes to be made; therefore, be on the alert for these problems and mark them for correction with the proper proofreader's marks.)

Paragraph 1: insert the word especially before the word interested

Paragraph 2: the paragraphs in this letter should be indented five spaces

delete the word office in Item 1

in Item 2, insert the word each just before the word month and the word year

make the word cause in Item 3 plural

divide paragraph 2 into two separate paragraphs

between the words provide and would, insert the phrase such as a copy of your speech in Minneapolis

Others: reinsert the word office in Item 1

ACTIVITY SHEET

Activity 4

3036 Choctaw Drive
Commerce, TX 75428
September 6, 1979

Dr. Judith L. Glawe

636 Voelker St.

DePere, WI 54115

Dear Dr. Glawe:

On June 24 I attended a work shop in Minnesota Minneapolis at which you spoke on the subject of Migraine Head aches and how they affect absenteeism among office employees. As a clerical employee in a large corp. and a long-time sufferer from Migraines I was interested in your presentation.

As an expert in this feild you have undoutbeldy done a grate amount of research on this topic. Therefore, I would like to enlist your help in completing a short research project that I am presently preparing for for a course in office management at east TX state univ. Would you please take a fewminutes to provide me with figures that reflect the following:

1. The number of office workers who are afflicted by migraine head aches.

2. The total number of hours lost, because of these head aches,

   each week month and year.

3. The major cause of migraine head aches among Office Employees.

4. The factors that contribute to the length of time migraines last. For example, do whether conditions, time of year, humidity levels, phases of the moon, etc., cause migraines to last longer than other types of head aches?

In addition, any other information you can provide would certainly be appreciated. If at any time in the future I can be of service to you, please let me know.

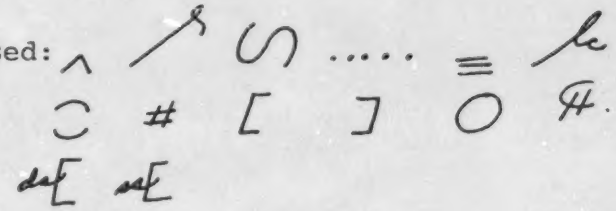
Sincerely,

Michael S. Johnson

RESOURCE SHEET

Activity 5

Proofreaders' marks to be used:



Additions, Deletions, and Changes:

(NOTE: Punctuation, capitalization, spacing, and spelling errors will not be noted as part of the changes to be made; however, you must still indicate any of these errors by marking them with the proofreader's marks that will indicate the correction to be made.)

Paragraph 1: insert the word much between the words is and the

insert the word roughly just before bounded

Paragraph 2: insert the word it between the words pieced and all

delete the phrase and pieced it all together

Paragraph 3: insert the word of between the words part and it's

Others: divide paragraph 1 into two paragraphs

reinsert the phrase and pieced it all together into paragraph 2

ACTIVITY SHEET

Activity 5

BIG G RANCH REMAINS SAME

The Big G Ranch--discribed in lawyers' briefs as "2119.592 acres, more or less" of primevirgin land--is the same today as it was in the early 1930s, when Ed R. Byer put the tract together a in series of smaler purchases. The rolling mesquite-covered tract is bounded by Highway 114, valley view lane, Belt line road and Hackberry Road. The land's sole use thus fra has been for the grasing of cattle, according to court records.

Arther byer of Dallas said his step-father "bought property and pieced all together, it that Area, as it came up." He said people in that area strated calling it the Big G ranch.

"Acutally, there was more (land) than that, but part it's been taken" for highway 114 and belt line rd.

"My father used to lease it out for cattle grazing," Byer said.

He added that his mother had mar ried Ed Byer in 1923. Mr. Byer ranned the American Gear and Parts Co. in Jackson Mich. which had stores all over the U. S.

"He came down here and he and Harry Rolnick tookover the Florence Hat Co. in 1927," Byer said. Harry Florence was a brother of Fred Florence, then president and chairman of

Repulbic National Bank of dallas.

They formed that company and later it became what is now Byer-Rolnick, out in Garland, " he added.

Copied from the Dallas Morning News, Thursday, September 6, 1979, page 8D.